

Professional Growth and Effectiveness System

With OPGES

Agenda

- 1. Purpose of, requirements, and Categories of OPGES
- 2. Review of OPGES Specialist frameworks – with group activities
- 3. Looking deeper into the evidences for OPGES
 - o Student growth Goals
 - o Professional growth Goals & Self reflection
 - o Observations –Supervisor and Peer
 - o Student Voice
- 4. Essential Web resources on KDE site
- 5. CIITS use in OPGES
- 6. Question & Answer
- 7. Other resources




KDE Contacts

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 - 2. OPGES Contact for KDE
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PGES GOALS

- Every child in every classroom will be taught by a highly effective teacher.
- Every school in every district will be led by a highly effective principal.

Purpose of OPGES

- PGES is one system. OPGES & TPGES are distinguished by the frameworks for observation used in each setting.
- The purpose of the OPGES portion of PGES is to meet the needs of other professionals who impact student learning but are not in a traditional classroom setting.
- The OPGES pilot during the 2014-2015 school year does not permit evaluation for personnel decisions.
- Other Professionals will be evaluated using the OPGES framework in 2015-2016.
- OP's not in the pilot will be evaluated with the districts Former systems. NOT PGES.

Other Professionals Growth and Effectiveness System (OPGES) - part of PGES

Categories

- Library Media Specialists
- School Guidance Counselors/Social Workers
- Speech Pathologists
- School Psychologists
- School Instructional Specialists/ coaches
 - personnel who work a portion of their day with students and a portion with teachers.
 - interventionists whose full responsibility is working with students, such as reading recovery or math intervention will use the TPGES framework.

Pilot Requirements

☞ Schools that have participants participating in the OPGES pilot will also have principals/assistant principals participating as primary evaluators.

☞ Peer Observers are required for OPGES. (Peer does not need to be an "Other Professional")

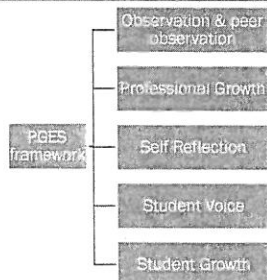
Are you ready to participate?

☞ Other Professionals designated to participate or who wish to volunteer can have principals register them this summer using KDE's web collector. Web collector now closed, send Amy Jacobs any names changes or additions.

☞ (It is possible that some districts will not have pilot participants in all 5 categories. If the "met criteria" button is not marked, it is ok, districts should continue registering participants they do have available.)

☞ The OPGES pilot is designed to take feedback from the field and develop a system that best accommodates these roles.

Kentucky Sources of Evidence — required for OPGES



Ratings for PGES & OPGES

- Danielson ratings
- Unsatisfactory
- Basic
- Proficient
- Distinguished
- Kentucky ratings
- Ineffective
- Developing
- Accomplished
- Exemplary

THE FRAMEWORK

Danielson Frameworks for Specialist Positions

	Ineffective	Developing	Accomplished	Exemplary
Domain 1: For School Counselors: Planning and Preparation				
1a: Understanding knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of student development	Counselor demonstrates little knowledge of student development.	Counselor demonstrates basic knowledge of student development.	Counselor demonstrates understanding of student development.	Counselor demonstrates deep knowledge of student development.
1c: Understanding knowledge of social and emotional development	Counselor demonstrates little knowledge of social and emotional development.	Counselor demonstrates basic knowledge of social and emotional development.	Counselor demonstrates understanding of social and emotional development.	Counselor demonstrates deep knowledge of social and emotional development.
1d: Understanding knowledge of the counseling process	Counselor has no clear goals for the counseling process, or clear expectations for the counseling process, or clear expectations for the counseling process.	Counselor's goals for the counseling process are unclear and not specific to the student.	Counselor's goals for the counseling process are clear and specific to the student.	Counselor's goals for the counseling process are clear and specific to the student, and are based on the student's needs and interests.

How to find the Framework

- KY Framework for teaching with Specialist frameworks is posted on the OGPES webpage
- <http://education.ky.gov/teachers/PGES/otherpages/Pages/Kentucky-Framework-for-teaching-Specialist-Frameworks.aspx>
- Domains and components for OPGES professionals will be imbedded in CIITS/ EDS for PGP, self reflection, observation etc...as long as the professional is identified in IC with the correct job title.

OPGES variations.

🔍 Looking deeper:

🔍 Sources of Evidence:

- Professional Growth Goals

Professional Growth Goals

🔍 What do I want to change about my practice that will positively impact student learning?

🔍 What is the plan of action?

🔍 How will I know if I accomplished my objective?

Professional Growth Goal Evidence

🔍 Professional growth data is not student growth data

🔍 Should show evidence of change in teacher practice

🔍 Examples:

- PL agenda or completion certificate
- observational data
- staff or student surveys
- website hits

Sample -Any Content Area: Questioning

During the school year, I will improve my questioning techniques to engage students in higher level critical thinking and problem solving. I will implement learning from study of Thinking Strategies. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples.

Sample -Writing In Any Content Area

During the 2011-2012 school year, I will learn to incorporate online writing tools in my writing workshop. After collaborating with the technology resource teacher to investigate Google Docs and other on-line tools, my students will have opportunities to write independently, collaboratively and give/receive feedback using the tools. This will be evidenced by student writing samples, lesson plans, and reflection.

OPGES variations.

Looking deeper:

Sources of Evidence:

o Observation

Potential variations for OPGES

How many observations/site visits will be required for each individual?

- All teachers/ professionals have 4 observations by their summative year. The usual cycle is 3 principal observations and 1 peer observation.

• See the District CEP for the observation cycle determined by your district.

Peer Observations?

Who do you think should do peer observations?

Stepping outside your content

Stepping outside your grade level



What difference can a peer observation make?

New perspective on prior knowledge

Cross content collaboration leads to continuity for students



OPGES variations.

Looking deeper:

Sources of Evidence:

- Student Growth Goals

OPGES Common Misconceptions PGES

Common misconceptions

✎ I only see my students a few times each month or my student groups are constantly changing. How can I make a goal for each kid?

Facts

✎ Student growth goals are not built around individual students. They are built on group needs determined at the beginning of the school year.

✎ Goals built on what impact an individual teacher/professional has on students/ content area.

OPGES Common Misconceptions

Common misconceptions

✎ I don't have a regular group of students, my work is more teacher support and training.

Facts

✎ Student growth goals for principals are similar to professionals in this situation. They are building student growth goals to support unique groups or needs within the school

✎ Student Growth goals can be similar to a teacher the Other professional works with.

OPGES — Writing Student growth goals.

✎ Think:

✎ 1. What matters most for my content area?

✎ 2. How do I know? – what standards, expectations, etc. guides my work?

✎ 3. What makes it meaningful?

✎ Before writing goals – gather your content standards/ expectations. Know what is important. Plan it out. Development of the goal is key.

ENDURING LEARNING

Reading Example

<p>EXAMPLES</p> <p>Summarize key supporting details and ideas</p> <div style="margin-top: 20px;"> </div>	<p>NON-EXAMPLES</p> <ul style="list-style-type: none"> -Identifying main ideas of a text -Differentiate between bias and evidence. -Differentiate between essential and irrelevant information. -Skimming or scanning a text.
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ENDURING LEARNING

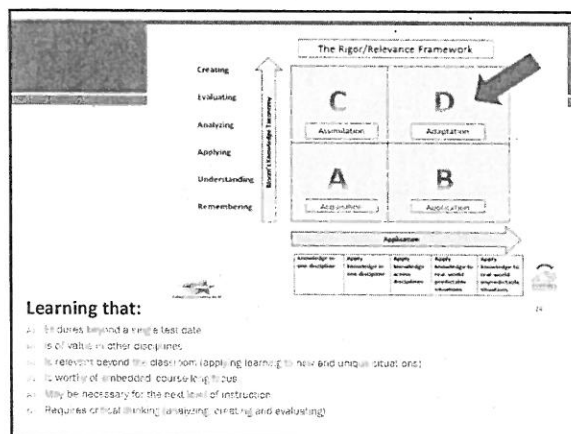
Science Example

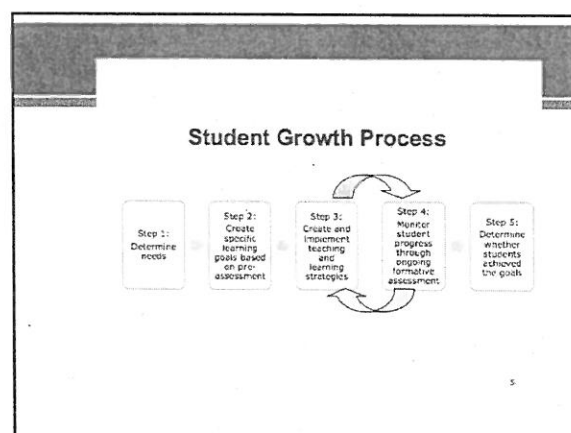
<p>EXAMPLES</p> <p>Develop models using an analogy, example, or abstract representation to describe a scientific principle or design solution.</p>	<p>NON-EXAMPLES</p> <p>Create a model of an erupting volcano using vinegar and baking soda.</p> <div style="margin-top: 20px;"> </div>
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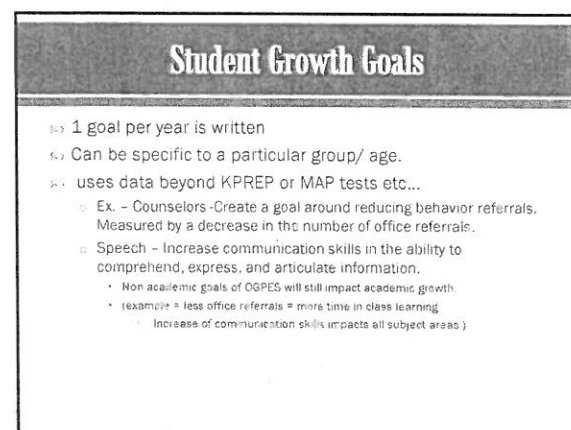
ENDURING LEARNING

Social Studies Example

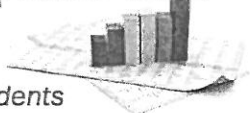
<p>EXAMPLES</p> <p>Produce an argument to support claims with appropriate use of relevant historical evidence.</p> <div style="margin-top: 20px;"> </div>	<p>NON-EXAMPLES</p> <ul style="list-style-type: none"> Describe point of view for primary and secondary sources. Use Chicago Style correctly when citing evidence. Improve student perception of history.
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Getting Baseline data



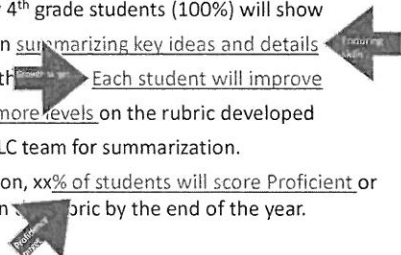
Once you know your students

Decide on sources of evidence that can provide pre- and post-data on student progress toward the identified skills & concepts for your content area.

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Sample goal - 4th Grade Reading

By the end of the 2013-14 school year, all of my 4th grade students (100%) will show growth in summarizing key ideas and details in what they read. Each student will improve by 2 or more levels on the rubric developed by my PLC team for summarization. In addition, xx% of students will score Proficient or above on the rubric by the end of the year.



Sample goal - Speech

Therapeutic Specialist - Speech Language Pathologist
By the end of the school year, 100% of my fluency students will show growth in verbal discussion and questioning. Each student will show growth by growing at least 2 levels on the rubric designed to identify discussion and questioning. In addition xx % will score proficient on the fluency rubric designed by my district special education team.

Sample counselor

6-7 Career

- 6-7 During this school year, 100% of 6th graders will show growth in their understanding of career by completing all required elements of the ILP. Using a standards-based 4 point rubric created by Career Cruising, students' current level of understanding will be determined with a constructed response performance task on how career affects learning goals. Applying the same rubric to the post assessment, students will be given a performance task in which they will be asked to identify and explain how these factors influence appropriate career choices. Each student will improve by moving at least one level on the rubric. Furthermore, 80% of students will score Meets Expectations (Proficient) on the rubric.

Sample counselor

6-7 Personal/Social

- 6-7 By the end of the school year, students with 4 or more behavior referrals due to anger will make measureable progress in anger management as evidence by progress data in individual or small group counseling and in acquiring the knowledge and skills that contribute to effective anger management. Each student will reduce their number of referrals by at least two compared to the previous year's referral data. In addition, 50% of these students will reduce their behavior referrals by 50%.


Sample counselor

6-7 Personal/Social


- 6-7 During this school year, all students will grow in their ability to analyze the influence of family, peers, culture, media, technology, and other factors on appropriate behavior. Using a standards-based 4 point rubric created by the School Counselor Advisory Committee, students' current level of understanding will be determined with a constructed response performance task on how these factors affect behavior. Applying the same rubric to the post assessment, students will be given a performance task in which they will be asked to identify and explain how these factors influence appropriate behaviors. Each student will improve by moving one level on the rubric. Furthermore, 80% of students will score Meets Expectations (Proficient) on the rubric.

OPGES variations.

- All Teachers/ Professionals will participate in a Student voice survey. Student voice is required by Kentucky regulation.
- Feedback will be gathered during the OPGES pilot. Other Professionals Student voice survey will not be administered in Infinite Campus. (details to come)
- Student Voice results are used to provide formative feedback and evidence of effectiveness to other professionals and school administrators. Additionally, it is one source of evidence used to determine an educator's Overall Professional Practice Rating. They are also to be used in a professional conversation between teacher and evaluator for Professional learning needs.




Continuous Instructional Improvement Technology System



➤ **CIITS**
EDUCATOR DEVELOPMENT SUITE (EDS)

All other professionals will need to have access to CIITS. All portions of PGES will be submitted into CIITS. Please verify all staff have login information.

Your homepage for PGES information.



PGES
PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

➤ www.education.ky.gov

Click the PGES logo to learn about everything PGES.
Left corner drop down menu directs to the OPGES page.

PGES Supports & Communication

PGES Co-op field Consultants

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Training opportunities

PGES Training

- Other professionals should attend any district level training offered.
- Check with regional Co-ops and PGES consultants in your region for individual school trainings.
- Other district and regional trainings as needed. Contact Amy Jacobs to set up multi district OPGES training sessions.
Amy.jacobs@education.ky.gov

Training Modules

- KASA and KDE have worked together to create training modules for principals to use during PD with staff during each stage of the year.

- Modules for:
 - Observation
 - Self-reflection
 - Professional growth
 - Student growth
 - Student voice

Download the modules at:

<http://education.ky.gov/teachers/Pages/PGES.asp>

(Download modules from the blue resource box on right side of the page.)

Framework Component	NASP Practice Model
1A	1A1; 1B1; 2B; 1C1
1B	1B1; 1B3; 1C1
1C	1A1; 1A2; 1B1; 1B2; 1B3; 1B4; 1B5; 1C2
1D	1C3; 2A;
1E	1A1; 1A2; 1B1; 1B2; 1B3; 1B4; 1B5; 1C1; 1C2
1F	1A1; 1A2; 1B1; 1B2; 1B4; 1C2
2A	1B3; 1B4; 1B5
2B	1B1;1B2;1B3;1B4;1C1
2C	1A1;1A2
2D	1A1
2E	1A1
3A	1A1;1A2;
3B	1A1
3C	1A1
3D	1B1;1B2;
3E	1A1;1A2; 1B1; 2A
3F	1A1; 1A2; 1B1; 1B2; 1B3; 1B4; 1B5; 1C1; 1C2; 1C3; 2A; 2D; 2E
4A	1A1; 1A2; 1B1; 1B2; 1B3; 1B4; 1B5; 1C1; 1C2; 1C3; 2A; 2D; 2E
4B	1A2; 1B5; 1C3; 2D
4C	1C3; 2D4;
4D	1A2; 1B3; 1B4; 2B;2C;2D;2E
4E	2E; 2F
4F	1C1; 1C3; 2D